

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

School Results

School: York Middle School

District: York School Department

Code: 1191-1458



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Grade Level Summary Report

School: York Middle School
 District: York School Department
 State: Maine
 Code: 1191-1458

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				148	33	22	91	61	21	14	3	2	752	148	22	61	14	2	752	13,789	13	57	21	9	746
MATH				148	52	35	65	44	17	11	14	9	748	148	35	44	11	9	748	13,820	21	40	19	20	743
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Reading Results

School: York Middle School
 District: York School Department
 State: Maine
 Code: 1191-1458

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

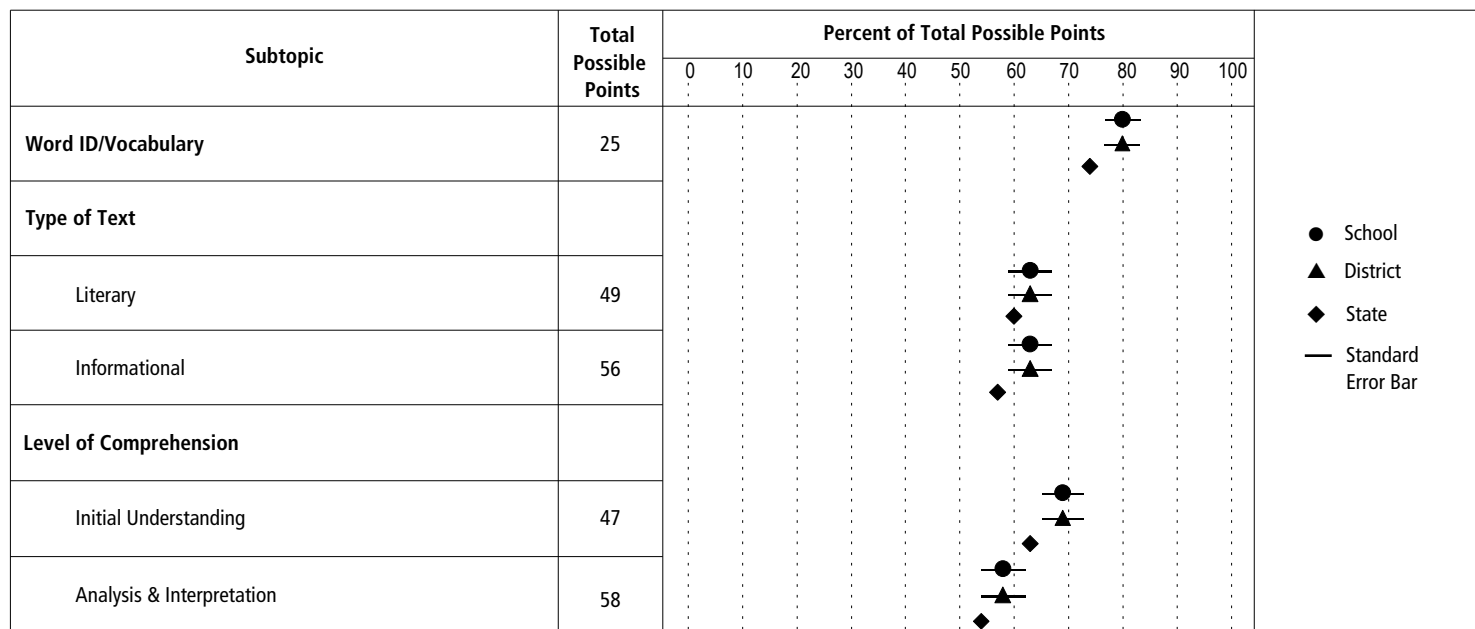
(Scaled Score 729–739)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				156	6	4	115	74	30	19	5	3	746
2010-11				156	10	6	111	71	31	20	4	3	747
2011-12				148	33	22	91	61	21	14	3	2	752
Cumulative Total				460	49	11	317	69	82	18	12	3	748
District													
2009-10				156	6	4	115	74	30	19	5	3	746
2010-11				156	10	6	111	71	31	20	4	3	747
2011-12				148	33	22	91	61	21	14	3	2	752
Cumulative Total				460	49	11	317	69	82	18	12	3	748
State													
2009-10				14,017	1,319	9	8,323	59	3,222	23	1,153	8	745
2010-11				14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12				13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
Cumulative Total				41,819	4,609	11	23,948	57	9,474	23	3,788	9	745





Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Disaggregated Reading Results

School: York Middle School
 District: York School Department
 State: Maine
 Code: 1191-1458

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				148	33	22	91	61	21	14	3	2	752	148	22	61	14	2	752	13,789	13	57	21	9	746
Gender																									
Male				79	12	15	53	67	12	15	2	3	750	79	15	67	15	3	750	7,120	8	57	23	12	744
Female				69	21	30	38	55	9	13	1	1	754	69	30	55	13	1	754	6,669	18	57	18	7	749
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						184	8	57	24	11	744
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						118	5	53	31	10	742
Asian				1										1						200	22	51	23	4	750
Black or African American				4										4						378	7	45	25	24	740
Native Hawaiian or Pacific Islander				0										0						11	0	73	18	9	746
White				142	33	23	88	62	18	13	3	2	752	142	23	62	13	2	752	12,735	13	57	21	9	746
Two or more races				0										0						163	11	60	20	9	745
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				2										2						343	3	38	30	28	737
Former LEP student - monitoring year 1				0										0						37	24	73	3	0	754
Former LEP student - monitoring year 2				0										0						24	21	79	0	0	757
All Other Students				146	33	23	90	62	20	14	3	2	752	146	23	62	14	2	752	13,385	13	57	21	9	746
IEP																									
Students with an IEP				15	0	0	4	27	8	53	3	20	734	15	0	27	53	20	734	2,190	1	24	38	37	732
All Other Students				133	33	25	87	65	13	10	0	0	754	133	25	65	10	0	754	11,599	15	63	17	4	749
SES																									
Economically Disadvantaged Students				21	1	5	12	57	6	29	2	10	743	21	5	57	29	10	743	6,251	6	52	28	15	742
All Other Students				127	32	25	79	62	15	12	1	1	753	127	25	62	12	1	753	7,538	19	61	15	5	750
Migrant																									
Migrant Students				0										0						5					
All Other Students				148	33	22	91	61	21	14	3	2	752	148	22	61	14	2	752	13,784	13	57	21	9	746
Title I																									
Students Receiving Title I Services				0										0						1,957	5	43	38	14	740
All Other Students				148	33	22	91	61	21	14	3	2	752	148	22	61	14	2	752	11,832	15	59	18	8	747
504 Plan																									
Students with a 504 Plan				2										2						387	7	59	26	8	744
All Other Students				146	32	22	91	62	20	14	3	2	752	146	22	62	14	2	752	13,402	13	57	21	9	746

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Mathematics Results

School: York Middle School
 District: York School Department
 State: Maine
 Code: 1191-1458

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

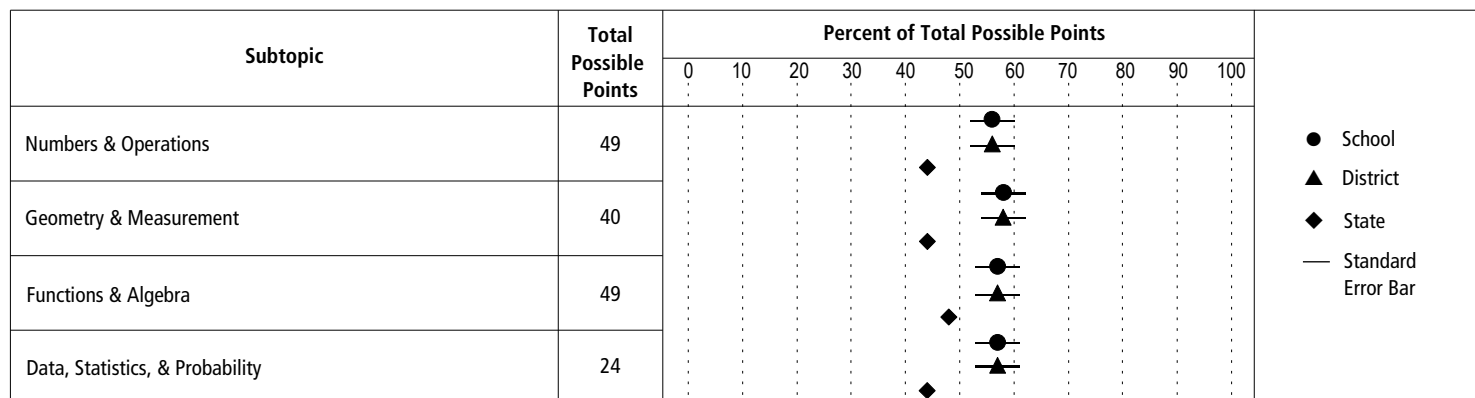
(Scaled Score 734–739)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				155	38	25	79	51	24	15	14	9	746
2010-11				156	34	22	94	60	20	13	8	5	747
2011-12				148	52	35	65	44	17	11	14	9	748
Cumulative Total				459	124	27	238	52	61	13	36	8	747
District													
2009-10				155	38	25	79	51	24	15	14	9	746
2010-11				156	34	22	94	60	20	13	8	5	747
2011-12				148	52	35	65	44	17	11	14	9	748
Cumulative Total				459	124	27	238	52	61	13	36	8	747
State													
2009-10				14,039	2,603	19	5,725	41	2,822	20	2,889	21	742
2010-11				14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12				13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
Cumulative Total				41,903	7,782	19	17,119	41	8,482	20	8,520	20	742





Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Disaggregated Mathematics Results

School: York Middle School
 District: York School Department
 State: Maine
 Code: 1191-1458

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				148	52	35	65	44	17	11	14	9	748	148	35	44	11	9	748	13,820	21	40	19	20	743
Gender																									
Male				79	30	38	35	44	8	10	6	8	749	79	38	44	10	8	749	7,138	21	40	19	20	743
Female				69	22	32	30	43	9	13	8	12	746	69	32	43	13	12	746	6,682	20	40	20	20	742
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										0						186	16	36	24	24	740
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						117	7	40	26	27	738
Asian				1										1						205	28	37	16	19	745
Black or African American				4										4						390	7	26	22	45	734
Native Hawaiian or Pacific Islander				0										0						11	45	18	9	27	748
White				142	51	36	62	44	16	11	13	9	748	142	36	44	11	9	748	12,749	21	40	19	19	743
Two or more races				0										0						162	22	35	22	22	742
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				2										2						364	4	25	21	50	733
Former LEP student - monitoring year 1				0										0						37	24	62	11	3	747
Former LEP student - monitoring year 2				0										0						24	50	38	13	0	751
All Other Students				146	51	35	64	44	17	12	14	10	748	146	35	44	12	10	748	13,395	21	40	19	19	743
IEP																									
Students with an IEP				15	0	0	4	27	2	13	9	60	732	15	0	27	13	60	732	2,201	3	18	19	60	731
All Other Students				133	52	39	61	46	15	11	5	4	749	133	39	46	11	4	749	11,619	24	44	19	13	745
SES																									
Economically Disadvantaged Students				21	3	14	8	38	5	24	5	24	741	21	14	38	24	24	741	6,273	10	36	24	29	739
All Other Students				127	49	39	57	45	12	9	9	7	749	127	39	45	9	7	749	7,547	29	43	15	12	746
Migrant																									
Migrant Students				0										0						6					
All Other Students				148	52	35	65	44	17	11	14	9	748	148	35	44	11	9	748	13,814	21	40	19	20	743
Title I																									
Students Receiving Title I Services				0										0						1,963	5	28	30	37	737
All Other Students				148	52	35	65	44	17	11	14	9	748	148	35	44	11	9	748	11,857	23	42	18	17	744
504 Plan																									
Students with a 504 Plan				2										2						388	16	38	22	24	741
All Other Students				146	51	35	65	45	17	12	13	9	748	146	35	45	12	9	748	13,432	21	40	19	20	743

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.